



DIVERSITY, EQUITY, AND INCLUSIVE DEMOCRACY The Inconvenient Truths

March 22-24, 2018
San Diego, California

PROGRAM OF EVENTS

Thursday, March 22, 2018

10:00 A.M. – 7:00 P.M. CONFERENCE REGISTRATION AND MEMBERSHIP INFORMATION

2:00 P.M. – 5:00 P.M. PRE-CONFERENCE WORKSHOPS (SEPARATE REGISTRATION REQUIRED)

Separate registration and fee required (\$125 members; \$195 non-members); seating will be limited, so register early.

Workshop 1: More Than Words: Engaging in Strategic Visioning and Implementation of a University-Wide Inclusion Plan

When institutional change occurs, students, faculty, staff, and administrators respond in different ways. Utah Valley University established the term *Inclusive* as one of four core themes and determined that campus-wide planning was necessary to solidify a commitment to inclusive excellence across campus. A large part of this plan has been to create a climate of community where all students, faculty, and staff feel valued and supported. Workshop facilitators will share UVU's Strategic Inclusion plan, the process of visioning, planning, implementing, and evaluating UVU's efforts to become a more *Inclusive* institution and how new faculty/staff are encouraged to participate in the Inclusion efforts of the University. In the first three years of implementation, UVU has made meaningful progress on 31 of 36 action steps outlined in its Strategic Inclusion Plan and has invested over \$3 million into the plan. UVU has received six national awards since the implementation of the plan. Facilitators will share strategies that were successful in this implementation and share suggestions for other institutions in creating campus-wide inclusion/diversity plans. Participants will leave with concrete examples of each stage of creating an institutional plan and initial steps that they can take. They will also discuss how higher education professionals can help students and one another navigate the current political and social climate.

Janet W. Colvin, Associate Dean of the College of Humanities and Social Sciences and Faculty Chair for Global and Intercultural Courses, **Bryan Waite**, Department Chair, Secondary Education, Director of Intercultural Academic Programming, and **David Connelly**, Department Chair, History and Political Science—all of Utah Valley University

Workshop 2: Making the Ideal a Reality: Faculty Strategies for Creating Inclusive Classrooms

Good teaching *is* inclusive teaching yet sometimes faculty need additional preparation to help them broaden their reach to all students. This workshop will address challenges that faculty face in creating inclusive classrooms and the principles and practices of dialogue that help faculty address these challenges. Participants will learn effective strategies for building inclusive classrooms from the creation of the syllabus and norm-setting to handling hot button issues as they arise. In a proactive and collaborative environment, they will share successful and less successful classroom experiences, learn about effective structures and pedagogies, and use case studies to better understand and develop practical approaches to inclusive classrooms.

Kelly Maxwell, Faculty Co-Director and Lecturer, The Program on Intergroup Relations—University of Michigan and **Kathleen Wong (Lau)**, Chief Diversity Officer—San Jose State University

Workshop 3: Understanding and Undoing Implicit Bias: Valuing Student's Cultural Wealth

Matthew Van Cleave, Professor, Philosophy and **Kali Majumda**, Professor, Anthropology—both of Lansing Community College; and **Richard Prystowsky**, Independent Scholar

Workshop 4: Creating Campus-Community Experiences; Publicly Engaging Students in Issues that Matter

Timothy K. Eatman, Dean of the Honors Living-Learning Community and Associate Professor of Urban Education in the College of Arts and Sciences and **Marta Elena Esquilin**, Associate Dean, Honors Living-Learning Community, Assistant Professor, American Studies Program, and National Lead Consultant, BOLD Women's Leadership Network—both of Rutgers University-Newark

7:00 P.M. – 7:15 P.M. OPENING REMARKS

Tia Brown McNair, Vice President, Diversity, Equity, and Student Success—AAC&U

7:15 P.M. – 8:15 P.M. KEYNOTE

"We Gon' Be Alright: Diversity, Equity, and Resegregation In Higher Education and Beyond"

Jeff Chang, Executive Director, Institute for Diversity in the Arts—Stanford University

8:15 P.M. – 9:00 P.M. RECEPTION

Friday, March 23

7:30 A.M. – 5:00 P.M. CONFERENCE REGISTRATION AND MEMBERSHIP INFORMATION

8:00 A.M. – 9:30 A.M. POSTERS AND CONTINENTAL BREAKFAST

Institutionalizing Diversity, Equity, and Student Success

Diversity in STEM Faculty Recruitment: What's Next?

Diverse perspectives and inclusive practices are critical to the development of an innovative faculty. This is a core principle that guides many institutions in efforts to diversify their faculty. This holds true in STEM disciplines as well. This poster will explore leading edge approaches to the recruitment of a diverse faculty and explain the importance of relationship building across institutions. *Participants will* learn about 1) leading edge approaches and innovations in diverse faculty recruitment and success; 2) how to improve recruitment through institutional relationship building; 3) the skills necessary for successful recruitment, retention, and success of a diverse STEM faculty; and 4) the impact of faculty diversity on student success.

Katherine Kantardjieff, Dean, College of Science and Mathematics, **Joe-Joe McManus**, Chief Diversity Officer, **Stephen Tsui**, Associate Professor, Faculty Co-Director, Office of Diversity, Educational Equity, and Inclusion, and **Anna Woodcock**, Researcher/Lecturer—all of California State University San Marcos

Institutionalizing Diversity, Equity, and Student Success

Programs for Black Males at Predominantly White Institutions

This poster will describe a study that explores programs designed specifically to support the academic achievement (e.g. retention and graduation) and well-being (e.g. emotional support and belonging) of black males at predominantly white institutions (PWIs). The study utilizes a multiple-case approach to illustrate four existing programs for black males at PWIs that support undergraduate academic and social experiences. *Participants will* gain insight about individual and contextual influences on black males attending PWIs, and how participation in these programs may influence their academic achievement and well-being. Findings could help further direct institutional resources toward specific aspects of support programs that may enhance the context for underrepresented minority student populations at PWIs in support of outcomes related to academic achievement and well-being.

Liana Mentor, Doctoral Candidate—University of Miami

Interrogating Assumptions

The Mission to Radically Re-Imagine Teacher Education: Disrupting the Real

The work presented in this poster reflects a continuously emerging narrative of education co-authored by faculty, students, and community that “critically examine[s] the everyday decisions of teaching and learning in an effort to design education that is anti-oppressive and affirms social justice” (Kumashiro, 2004). The presenters will describe selected data points and evidences to engage participants with the tensions of the real and the ideal with which they are consistently confronted. Presenters and participants will collectively consider teacher preparation in light of the historical, social, and political implications of teacher education, how teacher education is situated in shifting demographics and hostile political climate, and how it can be re-envisioned, even radically re-imagined. *Participants will* critically examine student voices as impetus for changing both curricular narratives and assessment of readiness to teach and share stories of institutional efforts to holistically transform the curricular process and assessment product to promote social justice.

Scott Sander, Clinical Faculty, Science Education, **Sheri Leafgren**, Associate Professor, **Ganiva Reyes**, Assistant Professor, and **Rachel Radina**, Visiting Assistant Professor—all of Miami University

Interrogating Assumptions

Guided Pathways- Redesigning the Community College Experience is a Matter of EQUITY

Completing a college education is the single most important enabler of improving life circumstances and upward social mobility. Community colleges present the country’s largest opportunity for higher education, yet nationwide report only 30 percent completion rates. As part of the largest system of higher education in the world, Skyline College has made a Promise to students that they will, “Get in. Get through. And Graduate...on time!” To that end, Skyline College is interrogating the assumption that community colleges are transitory and not transformational institutions by redesigning the student experience to streamline access, provide social and academic support for students moving through programs, and ensure students have a clear, efficient path to completing their educational goals. This poster will describe how to create and implement cross-functional structures and teams that work for completing guided pathways and institutional redesign. *Participants will* consider how to engage the campus community in interrogating the assumption that community colleges are transitory not transformational institutions and how to challenge educational identity and dismantle structural barriers to student success. They will learn how one California community college is designing, implementing, and evaluating a comprehensive redesign of curriculum, student services, and institutional process and

procedures that have historically served as barriers to student completion.

Angelica Garcia, Vice President of Student Services, **Jennifer Taylor-Mendoza**, Vice President of Instruction and **Jesse Raskin**, Professor—all of Skyline College

Politics and Policies

Engaging Under-Represented Groups in the Democratic Process Through Increased Access to STEM and Computer Science Opportunities

This poster will describe civic engagement policy implementation strategies that have been implemented in a variety of higher education institutions including small regional liberal arts colleges, master's level universities, and research universities. In addition, attendees will share significant findings related to civic engagement and democratic citizenry in higher education. *Participants will* discuss and analyze two central questions: How can colleges and universities build capacity for civic engagement and civic development? How can educators help students connect their learning to the social, civic, ethical, and environmental issues of the larger community? Recognizing that education's public purposes go beyond aggregated benefits to individuals, presenters will share their experiences and expertise working with a diverse set of colleges and universities to develop strategies that led to student success evidenced through changes in values, ideals, and civic virtues on which American democracy depends.

Nancy Shapiro, Associate Vice Chancellor for Education and Outreach and Special Assistant to the Chancellor for P-20 Education and **Dewayne Morgan**, P-20 Director—both of the University System of Maryland

Real vs. Ideal

Extending Catholic Hospitality

This poster will examine the College of Saint Mary's (CSM) work to bridge the gap between real and ideal in its work to expand inclusivity. Presenters will describe CSM's work to interrogate the supports and barriers to extending diversity created by the College's identity as a Catholic, single-sex institution. *Participants will* examine CSM's attempt to bridge real and ideal when promoting inclusivity at a Catholic, women's college; critique CSM's dialogic approach to building inclusivity; identify learning that is generalizable to other settings; discuss elements of institutional identity and culture that shape efforts to enhance diversity; and strategize ways to build on supports and overcome obstacles to inclusivity presented by institutional identity.

Kristin Mattson, Service Learning Director, History Political Science Program Director, **Marian Standeven**, Executive Director of Mission Integration, and **Alexis Sherman**, Director of Multicultural Initiatives—all of the College of Saint Mary

Faculty Development and Engagement

Moving Past the "Inconvenient Truths" to Empower Instructors and Reduce Equity Gaps in Intro-Level Courses

How do we encourage instructors to transcend the "inconvenient truths" that stall meaningful curricular transformations and a commitment to equity-minded practice? This poster will explore an innovative instructional development program at the University of Wisconsin-Green Bay designed to enhance success for underrepresented students by engaging and empowering instructors who teach courses with high equity gaps. Participants will discuss the diverse set of challenges involved in designing meaningful instructional development to improve equity of educational outcomes, and gain a set of resources to support the development of scalable programs at their institutions. They will be able to: reflect on and explain the challenges of promoting equity-minded education in general education/institutionally required courses that historically face large equity gaps and instructor apathy; and design scalable

instructional development opportunities that assist instructors regardless of resources.

Denise Bartell, *Director of Student Success and Engagement* and **Caroline Boswell**, *Director of the Center for the Advancement of Teaching and Learning—both of the University of Wisconsin - Green Bay*

Faculty Development and Engagement

Integrating Equity and Inclusion: A Comprehensive Approach to Faculty Development

There are often difficult conversations that need to take place in order to have effective personal and institutional change. This is particularly true when hard truths about oppression and biases need to be recognized and addressed. Adams State University has been using the constructivist listening structures first outlined by the National Coalition for Equity in Education (NCEE) for over 15 years to effect change on campus by giving faculty, staff, and students an equitable chance to be heard. This poster will describe how these practices and values have been fully integrated into the yearly cycle of professional development and focus on hiring and evaluation practices, new faculty orientation, professional development programming, and equity retreats. *Participants will* learn how to use three constructivist listening strategies, examine their own thoughts and understanding about the power of truly being listened to, and explore ways to incorporate these strategies in a variety of contexts within their own institutional settings.

Renee Beeton, *Professor of Chemistry, Activity Director for Inclusivity and Diversity*; **Leslie Cramblet Alvarez**, *Professor of Psychology, Activity Director for Professional Development*, and **"Beez" Lea Schell**, *Department Chair and Professor—all of Adams State University*

Faculty Development and Engagement

Engaging a Broad Spectrum of Faculty in Active and Inclusive Teaching Pedagogy

San Jose State University has a significant student success campaign that seeks to triple the four year graduation rate and eliminate all educational equity gaps by 2025. A critical component of this is creating a faculty culture where every class is viewed as an opportunity to impact student success. Who participates in faculty professional development and why was evaluated and the status of high-impact practices on campus and other factors that would impact the educational equity gap were analyzed. As a result, four different programs to engage faculty more in inclusive and active teaching pedagogy were created. This poster will detail each program including content, staffing, resources, and assessment. *Participants will* see how to assess hurdles to faculty engagement in professional development; review disconnects between perceptions of teaching between students and faculty; understand program details and assessment results of four different ways of engaging a broad range of faculty; and be able to articulate their own campus culture for inclusive teaching, faculty professional development, and course/curriculum innovation.

Stacy Gleixner, *Associate Vice President of Student and Faculty Success*, **Amy Strage**, *Assistant Vice President, Center for Faculty Development*, and **Jennifer Redd**, *Director, eCampus—all of San Jose State University*

Real vs. Ideal

A Pedagogy of "Brave Space": Dialogue and Diversity Beyond the High-Impact Classroom

The 2017 Rollins College Campus Climate Survey reveals a significant gap between the "ideal" and the "real" regarding student perceptions of diversity and inclusion efforts on campus. In spaces facilitated by faculty, i.e. classrooms, students rate diversity and inclusion positively, but in "student-controlled" arenas, which are also powerful contributors to our students' lived realities, perceptions are notably more negative. This poster will detail a General Education Practicum designed to close this gap. Rooted in Intergroup Dialogue and emerging discussions on allyship in 21st century culture, the course calls on students and faculty to move beyond the perceived safety of "banking" content on racial history to cultivating transferable developmental skills that will facilitate learning-through-dialogue in co-curricular

and social spaces beyond the classroom. Participants will take away theoretical foundations, practical course design, and student feedback, all of which could be applied meaningfully at varying curricular levels and institutional types.

Lucy Littler, Lecturer—Rollins College

High-Impact Practices and Evidence-Based Strategies

Addressing Barriers to Equitable Student Success: A Faculty Perspective

The opportunity, or achievement gap [difference in graduation rate between underserved (UR) and non-UR students) within the California State University (CSU) system is alarming. What factors contribute to this opportunity gap? *Participants will* learn about faculty perceptions of barriers to student success in high opportunity-gap courses. These barriers include difficulty in relating with students, student's sense-of-belonging, and institutional barriers such as time and class size. Participants will learn about what faculty perceived as strategies for addressing these barriers to student success and how to inform their own student success initiatives focusing on closing opportunity gaps and improving graduation rates.

Elise Fenn, Assistant Professor of Psychology and Jonathan Martinez, Assistant Professor of Psychology—both of California State University Northridge

8:45 A.M. – 9:30 A.M. NEWCOMERS' WELCOME AND INTRODUCTION TO LEAP

As the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education, AAC&U works closely with its member institutions to extend the advantages of a liberal education to all students, regardless of academic specialization, intended career, or the type of institution they attend. *Participants will* learn how AAC&U's broad agenda for student learning—which focuses on quality, equity, inclusive excellence, student success, integrative and global learning—and its signature LEAP initiative together provide context, framework, and practical guidance for the undergraduate educational experience.

Tia Brown McNair, Vice President, Office of Diversity, Equity, and Student Success—AAC&U

9:45 A.M. – 10:45 A.M. PLENARY

Committing to Equity and Inclusive Excellence: Strategies and Campus-Based Practices

Lorenzo Esters, Vice President, Philanthropy—Strada Education Network; Lindsey Malcom-Piqueux, Associate Director of Research and Policy, Center for Urban Education—University of Southern California; Jennifer Rachford, Director of Institutional Research—Pomona College; and Sheila Radford-Hill, Chief Diversity Officer—Dominican University

11:00 A.M. – 12:15 P.M. CONCURRENT SESSIONS

Biases | Workshops-Theory to Practice

Re-Igniting Their “Spark of Genius:” African American College Student Success in Higher Education

Recent data from the U.S. Department of Education indicates that there are widespread problems with public high schools underpreparing African American students (and other historically underrepresented student populations) for college success. Moreover, data reveals that Black students are often subjected to racially and socioeconomically discriminatory practices, low teacher expectations of academic performance, and a curriculum that often excludes African American accomplishments and importance. *Participants will* examine how implicit bias(es) affect preparation for and access to higher education for African American college students...and what to do about it. They will explore preliminary data-supported best pedagogical practices for acclimating students (African American and other underrepresented populations) to the expectations and possibilities of college/higher education as a launchpad for future success.

Laura Dorsey-Elson, Associate Professor, Baruti Kopano, Associate Professor, and A Verdelle, Assistant Professor—all of Morgan State University

Interrogating Assumptions | Facilitated Discussion

Challenging the Canon: Shifting Institutional Frameworks to Address Systemic Inequities

Higher Education is facing a “democratic deficit” as institutions grapple to understand and engage around notions of difference. The current American political divide, the move to extremist viewpoints, and the need to rekindle civil discourse has created both a challenge and a charge for all of post-secondary education. Critical theorist Nancy Fraser describes this paroxysm as “fronts of struggle” (1997) that raise questions regarding institutional capacity to address, and interrogate cultural norms, practices, and understandings. In exploring these crucial issues three themes arise that directly affect the work of diversity, inclusion, and equity: 1) structure and policy, 2) algorithmic decision making, and 3) epistemological diversity. Session facilitators will present the hypothesis that advancing the work of diversity, equity, and inclusion must include strategic mapping that overlays these three thematic areas against the current institutional culture in order to shift frameworks and create opportunities for integrated change that address institutional inconvenient truths. *Participants will* explore and develop concrete strategies for achieving outcomes related to these three areas of interconnected work and will consider their own institutional assumptions regarding cultural and structural frameworks and interrogate and discover strategies to shift institutional frameworks.

Allison Davis-White Eyes, Director, Community Diversity Relations, Daniel Newhart, Assistant Vice Provost Student Affairs/Research—Oregon State University; Scott Vignos, Director of Strategic Initiatives, and Jeff Kenney, Associate Director of Community Dialogue and Engagement—all of Oregon State University

Institutionalizing Diversity, Equity, and Student Success | Workshops-Theory to Practice

Student Engagement with Inclusivity and Cultural Diversity: Considering New NSSE Module Results

Colleges and universities offer students a significant opportunity to be exposed to issues of inclusion and diversity, including course-based diversity initiatives and inclusive environments. Yet, it is critical to know how much faculty include these initiatives in their practice and how this aligns with students’ perceptions of their experiences and the environment. Workshop facilitators will highlight results from the 2017 National Survey of Student Engagement and Faculty Survey of Student Engagement Inclusiveness and Engagement with Cultural Diversity topical module to introduce participants to these new findings and the important relationship between course-based diversity experiences and perceptions of inclusive environments. Results will be disaggregated by various student demographic and institutional characteristics to strengthen discussion. *Participants will* consider a case study from an institution that administered the module and then engage in the identification of actionable ideas for their own campus.

Jillian Kinzie, Associate Director, Center for Postsecondary Research, NSSE Institute, Allison BrckaLorenz, Research Analyst and FSSE Project Manager, and Samantha Silberstein, Project Associate NSSE—all of Indiana University Bloomington

Institutionalizing Diversity, Equity, and Student Success | Facilitated Discussion

Using Assets Rather than Deficits to Strengthen Diversity and Inclusion

Looking at ways to strengthen diversity and inclusion at a college can often seem daunting and rife with challenges and obstacles. However, there are ways to foster a sense of agency and possibility. By utilizing an asset based community development model and participatory action research methodology, one can leverage assets to strengthen diversity and inclusion rather than bogging down the in the deficits and the absence of needed resources. Building on strengths rather than focusing on weakness can engender a grassroots’ approach to change customized to the culture and history of the institution.

Participants will learn to reframe approaches addressing diversity and inclusion issues from an asset-based perspective. They will consider how to develop their own asset maps, how to utilize a grassroots endogenous approach to developing a theory of possibility, and how to develop a performative action research methodological approach to collaborative knowledge generation and problem solving.

Leo Hwang, Dean of Humanities—Greenfield Community College

Institutionalizing Diversity, Equity, and Student Success | Workshops-Theory to Practice

Who is the "T" in LGBTQ: What Should We Know, What Should We Do?

Workshop facilitators present facts and information about the transgender population and an overview of what other colleges and universities are doing to provide support for transgender students. They will share suggestions obtained from interviews with a group of transgender students. Throughout the workshop, participants will be asked to reflect on their own knowledge, experience, attitudes and relationships with members of this group. From this, participants will develop concrete plans for changing attitudes or behaviors to create a more supportive college experience for transgender students. *Participants will gain a better understanding of what it means to be transgender; become familiar with the unique challenges this group faces while in college; become familiar with what representative colleges and universities are doing to support this population; and reflect on their own biases and misconceptions about this group. They will explore high-impact practices to provide support for this population and plan how they can personally change behavior and practice to create a more supportive college experience for this group*

Sharlene Buszka, Associate Professor and Heike Peckruhn, Assistant Professor—both of Daemen College

Faculty Development and Engagement | Workshops-Theory to Practice

Difficult Dialogues in Higher Education: Engaging the Inconvenient Truths in our Classrooms

How can educators help students talk about critical issues such as racism, white supremacy, transgender rights, and climate change? How can campus practitioners explore the impact of their own identities on classroom discussions? Colleges and universities strive to be civil venues for the robust exchange of ideas on controversial issues. As campus communities become ever more diverse and national and local issues intensify, issues of power, privilege, and identity surface more frequently in classroom discussions. Most academics receive little training in effective ways to engage students in these critical conversations. Participants will: briefly explore how their own identities impact their efforts to engage students on critical topics; learn hands-on strategies for successfully introducing controversial topics in the classroom; discuss options for replicating the work on their own campuses; and learn about a network of faculty, administrators, staff and students engaged in difficult dialogues work in higher education.

Kelly Maxwell, Chair, Difficult Dialogues National Resource Center and Faculty co-Director, The Program on Intergroup Relations—University of Michigan; and Libby Roderick, Vice Chair, Difficult Dialogues National Resource Center and Director, Difficult Dialogues Initiative Associate Director—University of Alaska Anchorage

Biases | Innovation/Ideation Sessions

Examining Individuals Perspectives and Breaking Down Barriers to Understanding

This session will include two distinct presentations with time for questions and discussion.

Exploring Gaps between Instructors' and Students' Perspectives of a Culturally Inclusive Classroom

A culturally inclusive classroom is a learning space that encourages students, and especially instructors, to acknowledge, appreciate, and use diversity as a tool to enhance learning experiences. Unfortunately, evidence shows that there are gaps between instructors' and students' perspectives on the planned, enacted, or hidden curriculum of a culturally inclusive classroom. Previous research has found that this

gap exists, but, an extensive literature search showed that, as of yet, no research has attempted to measure this gap. Session facilitators will explain how to use a framework to analyze classroom activities and behaviors, and to differentiate between discrimination indicators and measurable variables.

Participants will examine ways to bridge the gap between instructors' and students' perspectives of a culturally aware classroom; learn how to use a framework developed as a tool to analyze classroom activities and behaviors; identify discrimination indicators and measurable variables; and develop survey items that can be used to measure the gaps in perspective between students and instructors.

Thomas Mgonja, Assistant Professor, **Hazel McKenna**, Professor, and **Kuo-Liang Chang**, Associate Professor—all of Utah Valley University

Breaking Down Barriers and Challenging Biases in First Year Experience Courses

This session will highlight a collaboration between Samford University's Office of Diversity and Intercultural Initiatives and the Academic Success Center to embed low-cost and high-impact strategies in First Year Experience courses to facilitate awareness of and conversation regarding biases. Although Samford is a private, faith-based, majority-white institution and the project focused on racial diversity, the facilitators believe that these strategies are based on effective pedagogy and could be implemented in a variety of contexts. *Participants will* 1) observe the results of a Samford University initiative to guide first-year students in conversations about biases; 2) discuss the scalability of this initiative's basic strategies; 3) identify the limitations of this approach; and 4) apply similar methods at their campus.

Denise Gregory, Assistant Provost for Diversity and Intercultural Initiatives, Assistant Professor and **Bridget Rose**, Director, Academic Success Center—both of Samford University

High-Impact Practices and Evidence-Based Strategies | Workshops-Theory to Practice

Designing Assessment Tools for High Impact Practices

At Queensborough Community College (City University of New York), student diversity encompasses a broad range of bilingual immigrants, varied learning styles, and a significant representation of cultural and educational backgrounds. The implementation of Global and Diversity Learning (GDL) as a high-impact practice provides a framework for exploring multiple perspectives on viewing the interdependent world. Presenters will share strategies for creating surveys and reflection prompts for measuring transformation of attitudes related to global learning. By utilizing pre- and post-attitudinal surveys and concurrent reflections on learning experiences, instructors can assess multiple dimensions of student learning outcomes in high impact practices. *Participants will* learn the strategies for creating surveys and reflection prompts for measuring transformation of attitudes related to global issues and multiple perspectives. By utilizing pre- and post-attitudinal surveys and concurrent reflections on learning experiences in high impact practices, educators can hope to assess multiple dimensions of student learning outcomes. Designing effective assessment tools promotes evidence-based practices and outcomes-based methodology for fostering the development of knowledge, skills, and dispositions necessary for addressing diverse issues within and beyond the parameters of content knowledge and classroom experience.

Meghmala Tarafdar, Assistant Professor, **Barbara Blake-Campbell**, Professor, and **Rezan Akpinar**, Assistant Professor—all of Queensborough Community College-City Univ of New York

Faculty Development and Engagement | Workshops-Theory to Practice

Improving Student Access and Success through Educational Equity: Two Models for Change

Through two research-based cultural transformation models, the National Alliance for Partnerships in Equity (NAPE) builds educators' capacity to implement effective solutions for increasing student access, educational equity, and workforce diversity. These two models address and eliminate barriers to implementing effective pedagogies and equitable practices. In this interactive session, participants will

explore two comprehensive educational equity programs that lead to institutional, individual, and ultimately organizational change. The topics will include NAPE's theoretical framework, modes and methods of implementation, specific case studies, and samples of program outcomes for improving educational equity for every undergraduate STEM student. Participants will engage in a discussion on educational equity concerns at their institution; explain how a process improvement and educator transformation model can benefit their institution; and evaluate these two models as solutions for educational equity concerns at their institution.

Meagan Pollock, *Director of Professional Development—National Alliance for Partnerships in Equity*

12:15 P.M. – 2:00 P.M. LUNCH ON YOUR OWN

2:00 P.M. – 3:15 P.M. CONCURRENT SESSIONS

Politics and Policies | Facilitated Discussion

And Campus For All: Diversity, Inclusion, and Free Speech on Private and Public U.S. Campuses

How can public and private colleges and universities uphold the values of free and open expression, intellectual debate, civic and moral education, while also furthering respect for difference and identity in today's fractious and politically polarized landscape? PEN America, a free expression organization that is deeply engaged on questions of campus free speech, diversity, and inclusion, will lead a conversation exploring the multiple roles of the U.S. campus as an intellectual and civic training ground, a space for public inquiry and debate, and a home for students of all identities and backgrounds, ideological, cultural, and otherwise. This event will bring educators and student change-makers together in conversation about how campuses across the country can create common ground between different points of view and backgrounds while working together to reconcile the principles of diversity, equality, inclusion, and free speech. *Participants will* develop a deeper understanding of how to institutionally and programmatically balance the promotion of multicultural inclusivity—sensitivity for and awareness of individual difference, conscientious language, thoughtful faculty hiring, and curricula—with robust protections for academic freedom and free expression. As student bodies become more diverse and our political discourse grows more polarized and fractious, faculty, administrators, and campus communities can and should equip themselves to navigate complicated questions arising from the university's multiple missions to foster an open space for intellectual inquiry and debate, while also creating a welcoming community for students.

Suzanne Nossel, *Executive Director—PEN America*

High-Impact Practices and Evidence-Based Strategies | Workshops-Theory to Practice

Community Building as Pedagogical Practice

This hands-on, minds-on session examines community-building not as a one-time “icebreaker” but rather a vital and ongoing component in creating inclusive learning environments that prioritize justice and equity as an active practice as opposed to a talking point. The session facilitators will lead a session grounded in principles and practices of collaboration and community organizing - teaching the form by doing the form. Instead of talking about engagement, participants will stand up and engage; to connect with one another and experience the learning as students might. Through a variety of activities adaptable to the unique needs of any classroom, session facilitators will model how to moderate complex discussions in ways that are safe, reflective, and (dare we say it?) fun. *Participants will* experience learner-centered faculty development through activities that model community building, integrative learning, co-creation of knowledge, and engaged pedagogy. They will develop ways to adapt these ideas for their campus contexts to foster collaboration, experimentation, and reflection about teaching and learning and reflect on our intersectional identities as learners, teachers, and faculty

developers. Participants will also consider the role of empathy in face-to-face, hybrid, and online classrooms.

Lott Hill, Director, Center for Teaching and Learning, University of the Pacific; **Dia Penning**, Founder and Inclusion Facilitator, The Equity Collective, The Equity Collective; **Megan Stielstra**, Artist in Residence, Northwestern University; **Soo La Kim**, Assistant Dean, Northwestern University

Institutionalizing Diversity, Equity, and Student Success | Workshops-Theory to Practice

Revolutionizing Honors: A Model for Transformation and Success

Utilizing a strength-based model, the Honors Living-Learning Community (HLLC) at Rutgers University - Newark is an initiative that challenges dominant ideologies related to merit, and interrogates the structural forces and institutional practices that contribute to the underrepresentation of students of color, first-generation, and low-income in honors programs. Workshop facilitators will explore how the HLLC transforms the ways academic potential and intellect are identified, and utilizes culturally responsive pedagogy and practice to support the intellectual, ethical, and psychosocial development of students who are often viewed through a deficit lens. Unlike traditional criteria utilized to measure success within a college environment, the HLLC seeks to re-define merit and relies heavily on both academic indicators and additional criteria to assess a student's ability to thrive. Through experiential activities and interactive engagement, *participants will* understand the HLLC admission's rubric as an innovative and alternative model to the SAT for identifying students' academic potential, abilities, and success in college. They will understand how the HLLC's admissions process is informed by theory and expands access to higher education for first generation, under-resourced, and students of color and how the HLLC has built a high-impact, strength based model for student success that utilizes best practices in student retention, culturally responsive practices, and interdisciplinary learning communities .

Marta Esquilin, Associate Dean, Honors Living-Learning Community and **Timothy K. Eatman**, Dean of the Honors Living-Learning Community and Associate Professor of Urban Education in the College of Arts and Sciences—both of Rutgers University

Institutionalizing Diversity, Equity, and Student Success | Facilitated Discussion

Integrating Equity Across the Campus Experience: A Case for Engaging Institutional Support

Working toward equity and diversity on college and university campuses is challenging and may encounter roadblocks for myriad reasons. Session facilitators will discuss strategies for institutionalizing diversity and equity work on campus from the perspectives of Academic Affairs, Faculty, Student Affairs, and Compliance in inclusive and effective ways. Facilitators will lead participants through discussions and exercises that focus on cross-campus collaboration efforts to take back to their own institutions. *Participants will* recognize the diverse roles of different constituents and stakeholders on their campuses as agents of institutionalizing diversity, equity, and student success; articulate strategies for engaging in cooperative work with different groups across campus to build on existing strategies for equity; identify appropriate “bridges” for equity work across campus; and develop a plan for initiating or expanding on cooperative equity work across campus.

Christina Sabee, Dean of Equity Initiatives, **Luoluo Hong**, Vice President of Student Affairs and Enrollment Management, **Amy Kilgard**, Director of Center of Equity and Excellence in Teaching and Learning, and **Manuel Perez**, Assistant Vice President for Equity and Community Inclusion—all of San Francisco State University

Interrogating Assumptions | Workshops-Theory to Practice

Beyond the Single Story: Empowering Student Voices Toward Institutional Transformation

This workshop will showcase student work done as part of a grant-funded digital humanities project to tell stories that challenge the “single story” stereotypes and assumptions they encounter as they

traverse the pathways toward graduation. Students will present their work and help to facilitate a discussion about how student stories can be used to shape a campus' conversations about equity, access, and inclusion. *Participants will* learn how to generate, polish, and disseminate student stories in digital formats to challenge the underlying assumptions and hierarchies that stymie progress toward equity. They will witness a model for, and strategize how to include student voices and knowledge in crucial equity conversations.

Joan Gabriele, Director, Special Undergraduate Enrichment Programs, **Julia Willis**, Assistant Director, Student Academic Success Center, and **James Walker**, Senior Instructor—all of University of Colorado Boulder

Faculty Development and Engagement | Workshops-Theory to Practice

Using Data to Inform Transformational Faculty Development Programming

Individual faculty development that aligns with the mission of the university can be leveraged as a tool for institutional change. However, resistance can persist and resources are often lacking for deep and sustainable change. Supporting faculty to become more aware of their own positionality can improve the student experience when designed to account for the specific context of the institution. Session facilitators will describe how they systematically and strategically designed faculty development opportunities to respond directly to student needs using institutional data, asset mapping and alignment with mission, and strategic initiatives. Through persistence, collaboration, and tempered resistance, the institution has provided faculty with multilevel development opportunities to provide a more inclusive educational experience for all students. *Participants will* reflect upon current practices and resources for faculty development at their institution using asset mapping and identify how student data is utilized to support faculty development for student success. They will recognize potential collaborators with common missions within the institution that support student success and faculty development; outline a faculty development “action plan”; and align faculty development goals with mission and strategic initiatives to ensure sustainable institutional change.

Kristin Moran, Associate Dean, College of Arts and Sciences, **Sandra Sgoutas-Emch**, Director, Center for Educational Excellence, **Esteban del Río**, Associate Provost, Inclusion and Diversity, and **Steven Sumner**, Associate Professor—all of University of San Diego

Faculty Development and Engagement | Facilitated Discussion

Diversifying the Professoriate: Designing Systems to Interrupt Inequality

Despite the clear benefits of faculty diversity, few institutions have faculty bodies that mirror the diversity of their student bodies let alone their local communities. Led by facilitators with backgrounds in educational research, and student and faculty diversity programs, this session will put research and theory into practice by interrogating the structures that perpetuate the status quo and imagine systems to create more equitable representation in the professoriate. Findings from the Inclusiveness and Engagement with Cultural Diversity module from the Faculty Survey of Student Engagement will be presented and used as a launching point for discussion. *Participants will* interrogate the barriers to faculty diversity at different types of institutions, faculty positions (tenure track or adjunct), and career stages; explore barriers and interventions at different career stages; leverage existing knowledge about successful interventions to approach the issue from a system level; and develop a systemic model of the key elements needed to create system-level change to support diverse faculty.

Heather Haeger, Assessment and Educational Research Associate—California State University, Monterey Bay; **Allison BrckaLorenz**, Assistant Research Scientist—Indiana University; and **Jessica Brown Wise**, Assistant Director—Higher Education Recruitment Consortium

Professional Development Models: Online and Long-Term

This session includes two presentations regarding distinct models for professional development.

Diversity 101: A Transformative Diversity and Inclusion Online Course for Faculty and Staff

Session facilitators will describe an innovative online professional development course for faculty and staff. The theory-based curriculum focuses on increasing awareness and understanding about cultural diversity; raising consciousness about bias, privilege and inequality; and developing skills and commitment to make a campus more welcoming and inclusive. *Participants will* gain an understanding of the potential of an online course for transformative dialogues among faculty and staff; explore the curriculum of an evidence-based diversity and inclusion course for professional development; and learn strategies for facilitating transformative learning online.

Marlo Goldstein Hode, Associate Director of Learning and Development—University of Missouri—Columbia

Creating a Multi-Stakeholder Community of Inquiry and Practice Focused on Inclusive Classrooms

This session will provide an overview of a model used for professional development focused on diversity and inclusion that engages faculty and staff in longer-term development than a one-time event. The presenters will offer practical, implementable, and scalable methods for creating a community of inquiry and practice focused on diversity, inclusion, and equity as an alternative model of faculty development. *Participants will* identify the essential components of and processes for successful, sustained professional development experiences focused on inclusion and diversity; formulate participants' learning goals; construct a model for a professional development experience that could work on their campus, including identifying all relevant stakeholders for inclusion; and formulate assessment strategies and tools to identify and quantify learning goals.

Susan Frosten, Associate Provost and Associate Professor, **Jeffrey Ashley**, Director and Professor, **Valerie Hanson**, Associate Professor and Director, and **Marcella McCoy-Deh**, Director and Associate Professor—all of Thomas Jefferson University

Implementing Diversity Initiatives for Sustained Institutional Change: Challenges and Opportunities

This workshop will engage participants in a strategic conversation around the development, initiation, implementation, and evaluation of diversity, equity, and inclusive excellence projects at four different institutions of higher education. A multicontextual model for educating students in a diverse learning environment will be used to frame and explore key considerations for implementing the four distinct projects. Implementation of the projects to date will be placed within the context of both sociohistorical factors at each institution and the current political landscape in the United States. Drawing on their own experience and utilizing the multicontextual model and curriculum from the HERS Institute 2017, facilitators will lead participants through a mini strategic planning process that is valuable for both those who are formulating new, and those considering extant, diversity projects. *Participants will* learn about different theoretical frameworks, including an ethical leadership framework, to ground diversity, equity, and inclusion initiatives; challenges and opportunities in developing, initiating, implementing, and evaluating diversity initiatives; and the impact of one's own identity and the larger context of higher education and U.S. politics in shaping how projects will be received.

Shirley Lin, Fellow in Equity, Diversity, and Inclusive Excellence, Office of the Academic Dean and Provost and Professor of Chemistry—United States Naval Academy; **Brigid Dwyer**, Director, Program on Intergroup Relations and Assistant Professor, Communication, Education and Counseling—Villanova University; **Carmen Henne-Ochoa**, Diversity, Equity and Inclusion Fellow, Office of the Associate Provost

for Diversity, Equity and Inclusion—Bucknell University; and Lauren Rauscher, Director, Women’s Leadership and Mentorship Program and Associate Professor, Sociology—Robert Morris University

3:45 P.M. – 5:00 P.M. CONCURRENT SESSIONS

High-Impact Practices and Evidence-Based Strategies | Facilitated Discussion

Men of Color in the 21st Century Community College

Community colleges serves as the primary pathway into post-secondary education for male students of color. However, persistence, graduation, and transfer outcomes for these men fall below that of their female and majority male counterparts. This session responds to these trends, and the rapid increase of programming and efforts designed to improve the success of male students of color in the community college. *Participants will* become acquainted with research and initiatives being done by the Community College Equity Assessment Lab (CCEAL) housed at San Diego State University. Participants will discuss methods and strategies that have proven successful in the areas of minority male student success and understand how to leverage resources in maintaining a program geared towards male student success. **Kevin Christian**, Senior Program Associate for Diversity, Inclusion and Equity—American Association of Community Colleges; and **J. Luke Wood**, Co-Director, Community College Equity Assessment Lab—San Diego State University

Biases | Facilitated Discussion

Understanding Race: A Military Struggle with Bias and Privilege

The United States Coast Guard Academy (USCGA) is no different from any other part of society. In the past year, it has suffered from heightened racial tensions and a reluctance of peers, particularly the white majority, to talk about professional and social equality. As a military institution, the USCGA is supposed to be held to a higher moral standard and felt that by ignoring these glaring issues in its daily routines, it was not doing right by its service, or the country it represents. Unfortunately, diversity and inclusion for many has become about checking the metaphorical boxes to meet expectations. Session facilitators will talk about how they teamed up on base with the diversity and leadership offices to create a framework that would enable cadets and officers to have these difficult conversations more easily and effectively. *Participants will* learn about the five-module framework and gain the tools needed to discuss this controversial topic, as well as perspective on what race inequality looks like today. By the end of this five- module program, they will have reflected upon the impact of this issue on leadership, and have a better understanding of how Respect and Diversity Management plays an integral part in their success both as professionals and as educated members of society.

Luke William Rehfuss, 1st Class Cadet (Senior), Electrical Engineering and **Jamison Escobar**, 1st Class Cadet (Senior), Marine Environmental Science—both of United States Coast Guard Academy

Institutionalizing Diversity, Equity, and Student Success | Facilitated Discussion

Queer and Gender Variant Students: Exploring Civic Engagement for Increasingly Diverse Populations

Colleges and universities today are invested in preparing their graduates for democratic participation. Learning more about the extent to which queer and gender variant students engage with civic activities is important to ensure responsive programming, but also to understand the ways that queer and gender variant students may be participating and making civic commitments. *Participants will* engage in an interactive presentation of findings from the National Survey of Student Engagement (NSSE) and the CIRP Freshman Survey and College Senior Survey, sharing their perspectives on anticipated and unanticipated findings related to queer and gender variant students’ engagement in civic-minded activities and leadership experiences. Participants will discuss study findings utilizing case studies that explore the ways in which institutions of various profiles cultivate and sustain civic engagement among queer and gender variant students and will work together to generate ideas for sustaining or creating

high levels of civic learning.

Allison BrckaLorenz, *Research Analyst and FSSE Project Manager and Jillian Kinzie*, *Associate Director, Center for Postsecondary Research, NSSE Institute—both of Indiana University Bloomington; Maren Greathouse*, *Director of the Tyler Clementi Center—Rutgers University; and Ellen Stolzenberg*, *Assistant Director of the Cooperative Institutional Research Program—University of California, Los Angeles*

Real vs. Ideal | Workshops-Theory to Practice

Activating Empathy to Overcome Academic Shaming

References to equitable, student-centered, citizen-building experiences abound in university mission statements. Yet an inconvenient truth, increasingly apparent in digital media, belies those lofty goals: student shaming. A latent dismissal of the need to develop teaching practice, coupled with a broader academic culture of scarcity and competition, creates a ripe field in which students may become the objects of displaced scorn. Consequences of this are palpable, as vulnerable students report feeling “like my teachers want me to fail and take pleasure in that failure.” Drawing on empirical work conducted with faculty learning communities, the workshop facilitators will demonstrate how specifically-designed assessment and pedagogical tools can humanize students and support learning within their own campus communities. *Participants will* participate in and reflect on community-building as an empathy-building practice; consider instances of student shaming and discuss the consequences of this practice on student learning and teaching culture; experience and reflect on two humanizing pedagogical and assessment tools; and discuss additional pedagogical approaches that can prime empathic contemplation within a learning community.

Leslie Bayers, *Assistant Director, Center for Teaching and Learning and Eileen Camfield*, *Director of University Writing Programs—both of University of the Pacific*

Faculty Development and Engagement | Workshops-Theory to Practice

Comprehensive Faculty Development to Advance Inclusion on Campus

Workshop facilitators will describe how to design comprehensive faculty development programming – including faculty mentoring programs – to advance the support and career success for underrepresented faculty as well as advance all faculty member’s capacity to create inclusive classrooms and facilitate difficult classroom discussions. *Participants will* learn how to design programs using research-based approaches, leverage existing resources and experts on campus, address the needs of underrepresented faculty, assess faculty desires for professional development opportunities on campus, develop a communications plan to best reach potential attendees, and how to utilize different programs to complement each other most effectively.

Laura Hunter, *Associate Diversity Officer and Coordinator of Faculty Development and Lydia Kennedy*, *Director—both of University of Arizona*

Institutionalizing Diversity, Equity, and Student Success | Workshops-Theory to Practice

Institutionalizing and Assessing Diversity Plan Change Efforts

Diversity and strategic plans are well-intentioned documents sometimes lacking clarity regarding assessment of organizational change efforts. Changing a university’s diversity culture “requires learning to work effectively with the guardians of its culture” (Stanley, 2016). University culture, history, and traditions, when examined through a variety of lenses, may be perceived to be at odds with institutional growth and vision. Workshop facilitators will examine a working model of institutional accountability associated with assessing a Diversity Plan using multiple sources of data for effectiveness and future growth. Through self-assessment and small group work activities, facilitators and participants will work together and use campus diversity and strategic plans to develop action plans that identify: achievement gaps existing in their departments, divisions, and/or institutions; a compilation of ongoing resources around recruitment, retention, and campus climate activities; and how to align diversity, inclusion, and

equity data with institutional assessment practices, strategic plans, organizational values, culture, and mission. Participants will frame their diversity strategic plan efforts and examine challenges associated with assessment, explore models framing institutional change, and identify sources for evidence of effectiveness of their plans.

Christine Stanley, *Professor of Higher Education and Jennifer Reyes*, *Director for Assessment and Diversity Initiatives—both of Texas A&M University*

Structural Hierarchies and Institutional Transformation | Facilitated Discussion

Anti-Racism and Social Justice Transformation in a Faculty Association

Session facilitators will share their experiences in initiating and participating in an Anti-Racism and Social Justice Transformation Project within a faculty labor union. Facilitators will share the development of the project, as well as the successes, challenges, and lessons of engaging this on-going work. They will invite participants to consider: 1) using an anti-racism frame as opposed to diversity or cultural competency frames to guide their thinking; 2) the importance of personal and relational work in addition to organizational and structural change; and 3) how to create a sustainable anti-racism culture in your organization. This session will utilize small-group discussions to explore questions related to faculty working with faculty in anti-racism work. *Participants will* consider the importance of faculty engaging in anti-racism activism, how they can bring the anti-racism frame into their organizations and institutions going beyond diversity and inclusion, and develop concrete strategies for working together in anti-racism and social justice work. Participants will be able to distinguish anti-racism work from diversity, equity, and multicultural projects; understand the importance of personal and relational anti-racism work from formal academic work; and gain appreciation of the role that faculty labor unions can play in anti-racism activism.

Charles Toombs, *Department Chair and Academic Advisor—San Diego State University; Cecil Canton*, *Professor—Sacramento State University; and Jennifer Eagan*, *Professor—California State University, East Bay*

High-Impact Practices and Evidence-Based Strategies | Workshops-Theory to Practice

Getting Beyond Surface Interaction: Principles for Effective Community Partnerships and High-Impact Practices

Presenters from campuses on the east and west coasts will share their Theatre in the Community courses as models for engaged learning by forming partnerships between universities and under-resourced communities. They will describe three pedagogical principles that foster inclusive learning and positive exchange between communities and institutions of higher learning: 1) Trust Building; 2) Community Engagement; and 3) Collaborative Creation. Faculty, community institutions, and student affairs educators can use these principles to implement and assess community-based learning programs. The presenters will model experiential learning as participants practice with hands-on sample exercises and facilitate discussion on using the exercises to stimulate dialogue about diversity and inclusion. The workshop will end by offering explicit guidelines for creating similar courses across the disciplines of higher education and local community groups. Lesson plan and rubrics and a Q&A will end the workshop. Participants will identify five cultural competencies and practice an embodied exercise to facilitate analysis and discussions with diverse populations; create and analyze images of cultural competencies; and evaluate how the resources shared can be applied to their specific curricula and/or institution.

Lisa Brenner, *Associate Professor—Drew University; and Evelyn Cruz*, *Associate Professor—University of San Diego*

Biases | Workshops-Theory to Practice

Making Time for PIE: Practicing Inclusive Engagement in Higher Education

Practicing Inclusive Engagement (P.I.E.) workshops were developed by the Crossroads Community Engagement Center at The University of Alabama to build skills for intercultural engagement and to foster an inclusive mindset on campus. Participants will learn about a series of interactive experiences that focus on concepts of social identity, intersectionality, inclusive language, implicit bias, and creative ways to ask questions that invite diverse perspectives and encourage dialogue across differences. They will be able to recognize the importance of scaffolding interactive experiences for developing cultural competency; understand the power of dialogue skills for fostering an inclusive campus or workplace climate; and be able to synthesize the P.I.E. workshop experience with their own knowledge for social justice education and potential applications on their home campuses.

Lane McLelland, Director, Crossroads Community Engagement Center, Lisa Dorr, Associate Dean, College of Arts and Sciences, Paige Bolden, Intercultural Engagement Coordinator, Crossroads Community Engagement Center, and Maureen Flint, Graduate Research Assistant, Department of Educational Studies in Psychology, Research Methods, and Counseling—all of The University of Alabama

5:00 P.M. – 6:00 P.M. POSTERS AND RECEPTION

Biases

Impactful Engagement: Utilizing Coursework to Address Student Bias and Cultivate Communities

Poster presenters will engage participants in a dialogue about purposeful learning within course work. They will give insight into how Point Park University's Common Core courses provide the opportunity to address student biases and the kinds of communities that they construct for themselves when they are unfamiliar with certain backgrounds. The poster will describe how to utilize service-learning and human-centered design to teach students about the notion of what it means to be a responsible member of the community. *Participants will* learn how to utilize the communities surrounding their campuses to facilitate student community engagement, and how this builds a platform to discuss issues related to diversity and inclusion. Additionally, participants will gain insight into how existing course offerings provide opportunities to create awareness of cultural and social values among their student body.

Aleina Smith, Assistant Professor and Veronika Panagiotou, Doctoral Candidate—both of Point Park University

High-Impact Practices and Evidence-Based Strategies

Writing for the Common Good: Inclusive Feedback Strategies across the University

This poster will describe strategies for creating an inclusive and equitable environment that specifically encourages discussions about writing feedback at all levels of the university. The presenters will discuss creating a sustainable structure for providing inclusive spaces for writing feedback; address faculty and student collaborations to encourage university-wide participation; provide strategies for using writing to encourage pedagogical and curricular applications of inclusive and equitable practices in the classroom. *Participants will* gain knowledge about instituting a university-wide writing center focused on inclusive practices and equity; learn strategies for creating a sustainable structure for recruiting and retaining a diverse group of writing assistants; and be able to create models for university-wide writing feedback to develop curriculum for inclusive writing feedback strategies from first to final year at the undergraduate level and at the graduate level.

Nancy Barron, Professor, Chase Edwards, Lecturer, Sibylle Gruber, Professor, and Alana Kuhlman, Lecturer—all of Northern Arizona University

Institutionalizing Diversity, Equity, and Student Success

The Institutional Impact of Group Mentoring Interventions on Student Success

This poster will introduce the curriculum and outcomes of a first year seminar (FYS) course within the context of a federally funded student success program for Pell eligible students. The program is designed to promote student success through year-long FYS courses with a simultaneous, intentional mentorship component. This research project uses two mentoring interventions, community based mentorship, and an institutional learning community based mentorship program. *Participants will* learn about the research guiding the program, the current status of the program, and the positive effect the program has had on an institutional level. They will consider how to apply principles of campus and community mentorship and integration to topics of interest on campus and gain a lens to measure mentorship as it relates to student persistence on campus.

Ceceilia Parnter, *Research Associate, Center for Research on Instructional Change in Postsecondary Education* and **Tasia Bryson**, *Doctoral Assistant—both of Western Michigan University*

Faculty Development and Engagement

Community Based Learning Faculty Fellows Program: Design, Implementation, and Strategies

This poster will describe strategies that were used by a 4-year comprehensive public institution and pioneer LEAP campus to design and implement an effective and evidence-based Faculty/Staff Fellows Program in community based learning to promote student engagement, learning, and understanding of diversity. Details of each phase of the year-long program will be provided. *Participants will* learn about 1) the rationale for the program; 2) strategies for recruitment of a diverse and representative cohort of participants; 4) collaborations; and 5) the academic and administrative units that house and support the program, as well as commitment of ongoing institutional support. Faculty and academic affairs educators can use these principles to design and implement similar faculty development programs grounded in a commitment to student success, civic engagement, and diversity.

Jodie Parys, *Community Based Learning Coordinator and Professor—University of Wisconsin-Whitewater*

Faculty Development and Engagement

Creating Diversity Champions and Instituting Change through a Diversity Reading Group

As part of its vision, the Department of Psychology at James Madison University seeks to foster a collegial and collaborative environment within which divergent opinions as well as cultural diversity are respected, valued, and promoted. Over time it has become clear within a homogenous department that implicit biases threaten the successful implementation of this vision. Prompted by ideas presented at AA&CU, the department formed a Diversity Reading Group to facilitate critical dialogues that would advance members' understanding across difference, promote idea sharing for departmental transformation, and better serve a diverse population of students. This poster will discuss the practicalities involved in forming and maintaining the Diversity Reading Group. *Participants will* learn how the formation of a Diversity Reading Group facilitates difficult dialogues that can impact on personal, departmental, and institutional practice.

Claire Lyons, *Professor, Department of Psychology* and **Melanie Shoup-Knox**, *Assistant Professor, Department of Psychology—both of James Madison University*

Real vs. Ideal

Including Those from Underrepresented Populations: PreK-PostDoc Aspirations and Constraints

This poster will situate an institutionally-funded mini-grant project within the context of a public comprehensive university that strives to diversify its pre-service teacher candidates by deepening its urban community partnerships. The mini-grant is aimed at identifying prospective urban teachers as early as middle school, placing students in a long-term mentoring relationship with university and urban school district faculty and staff. Discussion will include time for reconciling aspirational ideals to

concrete realities among a variety of institutional settings. *Participants will* review sample mission, vision, and goals about the aspirational language typical of higher education public statements and planning documents and trace the alignment of institutional planning down through the college/school/department units as an example of how one university hopes to activate aspirational ideals very early in prospective college students' educational experiences. They will examine a typical institutional process for mini-grant writing, planning, and implementing for a project designed to shorten "the long shadow" of disadvantage; and discuss the tradeoffs inherent in the implementation of aspirational projects when situated within the constraints of realities.

John Gray, Assistant Dean and **Claudine Keenan**, Dean—both of Stockton University

High-Impact Practices and Evidence-Based Strategies

Community-Based Work Study: Hybridized High-Impact Practice and Enhanced Learning Outcomes

The University of Wisconsin-Milwaukee's Community Leaders Internship Program (CLIP) utilizes the high-impact practices of community-based learning and internships to create a unique learning experience for students. CLIP combines practical work experiences at community-based organizations with deliberate in-class reflection and conceptualization to facilitate the development of critical thinking skills, intercultural competence, a sense of civic duty, and effective communication skills. Through strong community partnerships and dedicated program oversight, CLIP translates theory into practice. A model for experiential learning, students encounter opportunities to understand and articulate their own positioning in their civic and professional development. *Participants will* learn how the implementation of a community-based work study program that utilizes multiple high-impact educational practices provides optimal learning experiences for students, while also advancing an institutional mission of widespread and robust community engagement. The poster will show how the combination of community-based learning, internships, and course-based reflection promote student learning and development in four key areas drawn directly from the LEAP VALUE rubrics; civic identity, critical thinking, inter-cultural knowledge, and communication. Participants will also learn about logistical structures and practices required to create and implement community-based internship programs.

Benjamin Trager, Director of Community-Based Learning / PhD Student and **Laurie Marks**, Executive Director—both of University of Wisconsin- Milwaukee Center for Community-Based Learning, Leadership and Research

High-Impact Practices and Evidence-Based Strategies

Learning from Our Mistakes: Increasing Student Success through Data-Driven Reform

Participants will learn how one Hispanic Serving Institution made data-driven decisions to address potential causes of student attrition and misaligned placement and then used that data to begin reforming developmental education. *Participants will* receive resources detailing the various evidence-based research that the English Department used to create new placement pilots and course pilots that address the different populations of students on campus including first generation, Hispanic, and veteran populations. . The poster and handouts will detail the process of creating a collaborative culture around developmental education.

Jennifer Hewerdine, Professor of English and Writing Program Administrator—Arizona Western College

High-Impact Practices and Evidence-Based Strategies

Adapting Supplemental Instruction to Support Linguistically and Culturally Diverse Students

Successful collaborative learning requires students to work in groups of individuals with different backgrounds, styles, and perspectives. This kind of collaboration may be challenging, especially when group members do not share similar cultural norms or linguistic backgrounds. Middlesex Community College has developed a unique adaptation of the Supplemental Instruction (SI) collaborative learning model that supports an innovative approach to supporting English Language Learners in pre-college and

college-level instruction. *Participants will* learn about the effectiveness of Supplemental Instruction (SI); develop strategies to successfully modify an SI program to engage and meet the needs of culturally and linguistically diverse student populations; and explore cultural competencies related to working with Southeast Asian American students.

Noreen McGinness Olson, *Director of Academic Support Programs* and **Ellen Nichols**, *Dean of Humanities—both of Middlesex Community College*

High-Impact Practices and Evidence-Based Strategies

Inclusive Excellence as the Foundation for Curriculum Reform: The Pathways Project

The “Pathways Project” is a multi-year campus-wide endeavor initiated by faculty and staff that outlines and implements an undergraduate curriculum, based upon the framework of Inclusive Excellence, to increase student engagement, retention, and graduation at Adams State University. The Pathways Project aligns the undergraduate curriculum with institutional student learning outcomes, place-based learning, and ASU’s mission to educate, serve, and inspire their diverse populations. This poster will describe the inclusive practices and processes that led up to the development of the (proposed) Pathways Model as well as share the implementation timeline. *Participants will* gain an understanding of how faculty and staff at a small, rural Hispanic Serving Institution led efforts to transform curricula in order to “become the university community of choice for diverse, historically underserved groups, and all who value quality education and inclusivity.” (ASU’s vision)

Lea "Beez" Schell, *Assistant Dean of Instruction, Colorado Mountain College: Aspen and Carbondale*; and **Leslie Cramblet**, *Professor, Adams State University*

Saturday, March 24, 2018

8:00 A.M. – 8:30 A.M. CONTINENTAL BREAKFAST

8:30 A.M. – 9:30 A.M. CONCURRENT SESSIONS

Politics and Policies | Facilitated Discussion

Creating A Dreamer's Pathway in Uncertain Times

This facilitated discussion will explore the political and institutional challenges and opportunities in creating a learning community in an urban metropolitan university. The facilitators will share their experience and insights from the process, and will engage the participants in a frank discussion of the requisite elements of a program for DACA students that ensures both access and success in higher education. *Participants will* 1) develop a deeper understanding of DACA Student challenges in higher education; 2) develop institutional strategies for creating a positive context of reception for Dreamer's at their institutions; and 3) gain insights into what constitutes a successful Dreamer's learning community in an urban metropolitan institution.

Jonathan Benjamin-Alvarado, *Assistant Vice Chancellor of Student Affairs/Professor of Political Science* and **Daniel Shipp**, *Vice Chancellor for Student Affairs and Enrollment Management—both of the University of Nebraska Omaha*

Institutionalizing Diversity, Equity, and Student Success | Facilitated Discussion

Diversity and Equity 101: Baby Steps Toward Creating a More Inclusive Campus

Many colleges and universities have yet to demonstrate a commitment to diversity, equity, and inclusion. Institutional change requires a multi-level approach, and initiating change can be challenging for universities that have historically lagged in this area. This discussion will provide concrete strategies for launching “baby step” diversity and equity efforts by facilitators who have been charged with

assessing and implementing change efforts at their institution. *Participants will* learn concrete examples of the challenges of launching diversity and equity efforts at institutions that have historically lagged in this area. Presenters will discuss specific steps they have taken to begin to evaluate and address diversity and equity needs at Utah State University, a predominantly white research-intensive Carnegie institution. They will lead participants in designing such “baby steps” for their own institutions.

Christy Glass, Professor, **Jessica Lucero**, Assistant Professor, **Tammy Proctor**, Department Head and Professor, and **Kristina Scharp**, Assistant Professor—all of Utah State University

High-Impact Practices and Evidence-Based Strategies | Facilitated Discussion

HIPs For All, Not Just For Some: Strategies for Scaling Powerful Learning Experiences

While there is significant work demonstrating the value of high-impact practices for creating a more equitable experience for undergraduate students, there are key challenges for institutions interested in moving from idea to implementation. How do they create high-impact practices that can be scaled for all students (traditional, transfer, adult, online)? And how can they establish opportunities to ensure that students experience multiple high-impact practices during their college careers? Session facilitators will share their experience scaling HIPs to guarantee all of our undergraduate students not only have access to such transformative educational experiences but will in fact engage in them repeatedly. By highlighting key strategies and leverage points, facilitators will offer concrete steps that others can use to develop a practical framework for scaling HIPs at their own institutions. *Participants will* consider how to identify: the type of HIPs that their campuses might scale, institutional data sources for student demographics, key campus partners and stakeholders, and avenues inside and outside of the curriculum to ensure all students have access to the HIPs.

Jeffrey Thomas, Director of General Education and Associate Professor and **Sarah Fatherly**, Provost and Vice-President for Academic Affairs—both of Queens University of Charlotte

Institutionalizing Diversity, Equity, and Student Success | Facilitated Discussion

Building on Our Momentum: Community Conversations for Diversity, Equity, and Inclusion

Session facilitators will describe a model for campus-wide collaborative approach to diversity, equity, and inclusion (DE&I); and the factors, mechanisms, and resources necessary to sustain DE&I work on college campuses. *Participants will* learn about and discuss challenges in successful DE&I work in campus groups (e.g., students, faculty, staff, and administration) and identify opportunities for partnership and success in DE&I work in campus areas. Participants will understand how campus-wide DE&I work is consistent with student success and engagement goals.

Amber Douglas, Dean of Studies and Director of Student Success and Advising, Associate Professor of Psychology, **Dorothy Mosby**, Associate Dean of Faculty, Professor Spanish, **Marcella Runell Hall**, Vice President for Division of Student Life and Dean of Students, and **Kathleen Pertzborn**, Chief of Staff, Office of the President—all of Mount Holyoke College

Real vs. Ideal | Facilitated Discussion

The Unique Issues and Opportunities of Adult Learners at a Diverse University

Boasting a truly diverse student population including designation as a Hispanic Serving Institution and one of the Top 50 Ethnically Diverse Colleges in America, Florida Atlantic University celebrates difference. The very real opportunity to work with a wide array of culturally and ethnically diverse learners also presents unique issues. This session will explore the potential of a research-based approach to provide real versus ideal student success measures to serve all students with a particular emphasis on non-traditional learners, using actionable, internal data sources. Participants will engage in discussions designed to assist in the planning and implementation of initiatives to destigmatize remediation, promote academic excellence, and increase student engagement and retention.

Participants will have an opportunity to engage with a team of researchers and discover how to identify,

address and implement strategies for student success in diverse university cultures. They will explore methods to ignite faculty engagement, community involvement, and university support. At the end of the session, participants will be able to determine essential components of a diversity plan in unique settings and use research-based practice to guide the design and implementation of student success initiatives. The inclusion of specific measures of student learning make this session applicable to higher education practitioners looking to identify and apply actionable data in their program.

Patricia Heydet-Kirsch, Assistant Dean, College of Education, **Robert Shockley**, Chair, Department of Educational Leadership and Research Methodology, and **William Hardman**—all of Florida Atlantic University

High-Impact Practices and Evidence-Based Strategies | Innovation/Ideation Sessions

Findings and Models for Motivating Students to Engage High-Impact Practices

This session includes two campus presentations: one focusing on using data to help develop high-impact practices and the other on a model for helping students effectively communicate in a wide range of situations.

Historically Underrepresented Students and HIPs Participation: The Who, The Why, and The What Next?

This session will explore ways in which participants can implement data-driven practices using publicly available tools to understand the participation level of historically underrepresented student populations in High-Impact Practices (HIPs) at their institutions. Session facilitators will share a brief case study of a focused inquiry process taking place to address questions that were generated based on findings from the data obtained. The inquiry process will involve a diverse group of stakeholders at the university and the surrounding community aimed at understanding the unique characteristics of students who choose to participate in HIPs. As a takeaway, the session will conclude with an overview of a framework that will be informed by findings from the inquiry process and be used as a foundation for tracking progress towards meeting articulated goals in order to best serve diverse student populations. *Participants will* understand how developing a holistic approach to understanding student motivation to participate in service learning and internships can inform program development. Participants will also understand how a program logic model can provide a framework that acts as the basis for data tracking efforts/ongoing dashboard creation to insure their programs are promoting access, success, and preparation for work and engagement among diverse groups.

Cheryl Landin, Decision Support Analyst, **Patricia Prado-Olmos**, Vice President, Community Engagement, and **Sarah Villarreal**, Associate Vice President, Community Engagement—all of California State University San Marcos

Real Life Experience with REAL TALK

The universal goal of higher education is to successfully prepare students for careers. The goal of educators is not only to prepare students for the job market, but also to teach them how to develop healthy relationships and self-esteem. By the time students leave the safety of the academic nest and enter the job market, they need to be able to work effectively with a diverse group of people, be an engaged team member, and place principles above personalities. The session facilitator will describe how “Real Talk” can open the door to “Real Teaching” and help create a safe environment for students to learn and become engaged. *Participants will* learn how “Real Talk” has transformed student success in the classroom and online, and how they can incorporate this concept and action in their institution. The discussion will include an example of Real Talk, alternative lessons, tracking student engagement examples, statistics on realized outcomes, and a brief history of how Real Talk has been implemented at

Lansing Community College, with the focus on at risk students.

Jodi Breithart, Adjunct Professor / Certified Management Accountant—Lansing Community College

Innovation/Ideation Session

Developing Programs through Community Connections, Innovation, and Leadership

This session includes two presentations: once focusing on developing programs

Structural Hierarchies and Institutional Transformation | Innovation/Ideation Sessions

Creating a Community College Public Humanities Center to Promote Cross-Cultural Learning

This innovation session will share the experiences of developing a community college Public Humanities Center to deepen ties with the local community, create useful global education curriculum resources, and promote cross-cultural learning. The Public Humanities Center (PHC) is an outcome of extended curricular and community work undertaken with the support of an AAC&U Bridging Cultures grant and the Citizenship Under Siege project. Through its advisory board, the PHC leverages the diversity of local communities to create engaging and thoughtful public programming exploring racial and cultural identity through the humanities. PHC programs provide meaningful opportunities for developing cross-cultural learning and creating bridges of empathy. *Participants will* understand the responsibility of institutions of higher education to contribute to and strengthen diverse local communities and support the higher education's public purpose; be able to identify strategies to partner with local cultural resources to enhance global curricula and develop beneficial and responsive cultural programs; 3) examine the special role the humanities play in developing shared understandings and reconciling diverse perspectives; and 4) identify cost effective synergies between available community resources and global curriculum initiatives and goals.

Phil Sisson, Vice President and Provost of Academic and Student Affairs and **Matthew Olson**, Dean of Social Sciences, Interdisciplinary Studies, and Online/Weekend Programs—both of Middlesex Community College

Real vs. Ideal | Innovation/Ideation Sessions

Don't Dream It, Be It: Low-Cost, High-Impact Approaches to Instituting Inclusive Excellence

Based on the idea that creative thinking and data-informed planning matters more than a limitless budget, "Don't Dream It, Be It" provides a series of discussion points for low-cost, high-impact tactics for developing a robust campus-wide inclusive excellence plan. With representatives from student spaces, curriculum leaders, and learning modalities, this presentation will give participants an opportunity to work collaboratively on instituting their own models for their own institutions. *Participants will* 1) learn low-cost, high-yield strategies for instituting inclusive excellence; 2) discuss assessment tools for measuring effectiveness of inclusive practices; and 3) develop tactics for ally building in faculty and staff.

Jonas Prida, Assistant Provost, **Jehnie Reis**, Assistant Professor, **Nelson Chipman**, Vice President for Online Learning, and **Molly McClelland**, Director of Student Success—all of Point Park University

9:45 A.M. – 11:00 A.M. CONCURRENT SESSIONS

Real vs. Ideal | Facilitated Discussion

Making Space for Queer Students at Faith-Based Colleges and Universities

LGBTQ students face many challenges as they matriculate at many of the faith-based universities across the country. Often those schools have theological positions opposed to same-sex attraction, and the campus climate discourages them from becoming full participants in the life of the college. This discussion explores the ways that faith-based institutions can move forward in becoming more inclusive and creating safe spaces within which LGBTQ students can more comfortably succeed. *Participants will* understand the full range of obstacles which LGBTQ students face on faith-based college campuses and

how Lipscomb University has adapted to make more safe spaces for LGBTQ students. Participants will discuss strategies for addressing obstacles on the campus and will develop their own plans for expanding safe spaces on their own campuses.

Paul Prill, Director—Lipscomb University and **Anissa Plattner**, Instructor—Alliance Leichtman-Levine Family Foundation Environmental High School

Structural Hierarchies and Institutional Transformation | Facilitated Discussion

Leading Data-Driven Transformation of Systematic Academic Inequities for a Mid-size University

This interactive session will utilize small-group discussions to explore two initiatives essential to changing a campus climate and achieving academic equity for all students. Participants will learn how to use disaggregated data to make equity-minded decisions that can eliminate institutional barriers to student academic success; and explore successful strategies for creating an equity-minded campus culture that embraces diversity and actively shares responsibility for student success. Session presenters will highlight successful strategies and lessons learned which will serve as the springboard for small groups to engage in discussions about these complex and challenging issues. *Participants will* learn how a mid-sized university in a mid-western town is addressing systemic academic inequities by creating an equity-minded campus culture that embraces diversity and actively shares responsibility for student success through: the creation of a human diversity graduation requirement; implementation of a faculty/student research mini-grant program; diversity dialogues; bias incident reporting; and freedom of expression policies.

Vernese Edghill-Walden, Senior Associate Vice President for Academic Diversity and the Chief Diversity Officer, **Bill McCoy**, Director, BELIEF Initiative and Diversity, **Edward Klonoski**, Associate Vice Provost, Undergraduate Curriculum, and **Janice Hamlet**, Associate Professor Communications and College Director of Diversity—all of Northern Illinois University

Institutionalizing Diversity, Equity, and Student Success | Workshops-Theory to Practice

Inclusive Student Teams: Creating an Equitable Environment for All

Many colleges are making use of high-impact practices. Many high-impact practices make use of student teams. Recent studies show that diverse teams are better at solving problems and innovating precisely because there are a diversity of perspectives and backgrounds that can be brought to bear on problems (Philips, Liljenquist, Neale, 2010; Rock, Grant, and Grey 2016). These benefits only accrue if teams are not hampered by bias. Recent studies show that students frequently encounter gender and race based biases that hamper not just women and minority student ability to perform well on teams but also hamper the team's overall ability to take advantage of the benefits of diverse perspectives (Wolfe, Powell, Schisserman, and Kirshon, 2016). Session facilitators will share both the structure and results of a set modules for WPI's first year, project-based seminars to create more equitable environments for student teams. *Participants will* learn how unconscious bias on student teams can reduce student learning and hinder project success and about tools and strategies that enable students to better navigate, discuss, and manage relationships on teams with diverse identities, personality types, and learning styles. They will work with coaches and fellow participants to think through how they might incorporate or modify this module into their own course or laboratory context.

Geoff Pfeifer, Associate Teaching Professor of Philosophy and International and Global Studies and **Elizabeth (Lisa) Stoddard**, Assistant Teaching Professor—both of Worcester Polytechnic Institute

Structural Hierarchies and Institutional Transformation | Workshops-Theory to Practice

Inclusive Excellence: Evidence from a Strategic Transformational Approach to Campus Diversity

Past efforts at addressing campus diversity issues have resulted in new initiatives, innovative programs, diverse demographics, and a myriad of other positive changes that have led to embracing and practicing diversity. These efforts however, while effective and well intentioned, have not addressed the systemic

nature of the problem. Stated differently, as diversity efforts have been implemented on college campuses, the fundamental structure of the institution has remained unchanged and therefore, problems persist accompanied by periodic student protests, crisis, and proposals for yet more diversity projects. This workshop will focus on efforts at the University of Arizona to undertake systemic transformation. Panelists will describe the implementation and embedding of diversity and inclusiveness systemically in different departments of the university. *Participants will engage in small group dialogues and an interactive exercise to explore and learn about the dynamics of addressing diversity issues systematically including successes, challenges, and opportunities.* The Inclusive Excellence model will be examined from both a theoretical and practical perspective as participants consider implementing inclusive excellence on their respective campuses.

Jesús Treviño, Vice Provost for Inclusive Excellence, **Lisa Elfring**, Assistant Vice Provost, Instruction and Assessment, **Sherard Robbins**, Assistant Dean of Students, and **Helena Rodrigues**, Assistant Vice President, Human Resources—all of University of Arizona

Structural Hierarchies and Institutional Transformation | Workshops-Theory to Practice

Strategic Visioning from the Institutional Middle: Equity, Change, and the Twenty-Year Plan

How can long-range institutional change around equity and inclusion take hold given the continual churn of executive leadership and the ensuing three- to five-year institutional strategic planning efforts?

Workshop facilitators will introduce a twenty-year institutional framework for catalyzing equitable and thriving campus communities among all institution types. The session will be well-suited to institutional teams and individuals. Participants will learn a new conceptual framework for advancing long-term institutional change; practical (and practice using) tools for engaging constituents in long-term institutional change efforts; and methods for generating data on institutional change efforts and for using that data to propel institutional change. They will develop insights and concrete action ideas for their institutions

Glyn Hughes, Director, Common Ground and **Amy Howard**, Assistant Vice President, Community Initiatives and Bonner Center for Civic Engagement—both of University of Richmond

High-Impact Practices and Evidence-Based Strategies | Workshops-Theory to Practice

Preparing Pre-Service Teachers to be Critically Conscious Urban Educators Through YPAR

This workshop will help participants understand Youth Participatory Action Research (YPAR) and how it can be used to prepare pre-service teachers to connect curriculum to the lived experiences/realities of students. YPAR provides the critical tools needed to help youth see the power they already possess and to understand how they might use it in their own lives and communities. Presenters will briefly describe what YPAR is, as well as other components of an urban teacher preparation program and then guide participants through hands-on activities. *Participants will learn about the different components of an urban teacher preparation program designed to prepare teachers who are critically conscious, culturally relevant, and grounded in the local community.* They will take part in hands on activities and critical dialogue to better understand how to embed some of these practices into their own programs; receive a list of resources pertaining to this approach to teacher preparation; and understand how to use Youth Participatory Action Research to prepare pre-service teachers.

Rachel Radina, Visiting Assistant Professor and Program Coordinator of Urban Cohort, **Tammy Schwartz**, Director of the Urban Teaching Cohort, **Genesis Ross**, Graduate student, and **Michelle Wallace**, Graduate Student—all of Miami University

Institutionalizing Diversity, Equity, and Student Success | Workshops-Theory to Practice

The Power to Include: Building Human Capacity to Lead Diversity, Equity, and Inclusion Efforts

Participants will explore and identify human capacity to lead diversity, equity, and inclusion work on their campuses based on Williams' (2013) Dynamic Diversity DNA dimensions. *Participants will* engage in dialogue and small group exercises to determine observable behaviors and actions that exist on their campuses to support the dimensions of Dynamic Diversity DNA. They will articulate the dimensions of and record observations on Williams' continuum; and identify tactics that cultivate new understanding, attitudes, and skills to increase human capacity toward committed action among administrators, faculty, and staff to advance diversity, equity, and inclusion efforts as an overarching strategic goal.

Michele Hancock, Director of Equity and Inclusion, **Jacqueline Easley**, Dean of the Division of Professional Studies, **Dana Garrigan**, Associate Provost for Assessment and Planning, and **Abigail Heinrichs**, Vice President for Institutional Effectiveness—all of Carthage College

Politics and Policies | Facilitated Discussion

Free Speech in Diverse Spaces? Balancing Freedom of Expression with Diversity and Inclusion

In today's polarized political landscape, what are our obligations as institutions of higher learning to create spaces for learning and engagement around difficult and controversial topics? While freedom of expression rightly remains a core value of higher education, what are the ways in which a free exchange of ideas may disproportionately and negatively impact already marginalized communities on our campuses? In this facilitated conversation, session leaders will use both large and small group discussions to address these questions by drawing on the communities of knowledge in the room. *Participants will* analyze and evaluate different perspectives on the role of universities in supporting both free speech and diverse spaces; understand the different roles of faculty and administrators in operationalizing both policies and practices (and recognize potential tensions between these two groups); and share ideas, examples, and best practices from the campuses represented at the conference.

Angela Mazaris, Director, LGBTQ Center and **Marianne Magjuka**, Assistant Dean of Students—both of Wake Forest University

Institutionalizing Diversity, Equity, and Student Success | Innovation/Ideation Sessions

Changing Campus Cultures to Support Students

This session includes two campus presentations with time for questions and discussions on how campuses can better understand and dismantle biases and other impediments to student learning and success.

Making Equity Real: Changes that Impact Student Success

Over the last decade, Augsburg University's incoming freshman class has gone from 13% students of color, to 56% students of color. In that time, it became obvious that students were experiencing various forms of institutional racism and bias throughout university structures. Augsburg University began two programs that focused on embedded structures of institutional racism that impede student access to the campus. The Diversity Program and Equity Project have both had a strong impact on changing the campus culture and structures that support students. The Diversity Program is aimed at understanding implicit bias and developing the tools and skills to recognize and change it. The Equity Project is a series of initiatives aimed at rethinking the business model structures that force students to drop out of college. Included in these initiatives are projects based on housing stability, affordable access to course materials, multi-language financial aid support, and culturally relevant pedagogy. *Participants will* learn about two programs that embedded equity principles in the university business model and changed student outcomes. Participants will hear about the challenges in implementing the programs and the positive student outcomes and think about how similar programs might work on their campuses.

Catherine Bishop, Chief Student Success Officer and **Joanne Reeck**, Chief Diversity Officer—both of Augsburg University

Institutionalizing Diversity, Equity, and Student Success | Innovation/Ideation Sessions

Advancing A Diversity-As-Asset-Based Framework for Academic and Inclusive Excellence

In many precincts of higher education and the U.S. at large, diversity is synonymous with quotas and lower academic standards. Many institutions can be accused of balancing their budgets with the financial aid dollars of unprepared students without providing the support necessary for retaining these students beyond their first-year experiences. How can educators mine the tension- and contingency-rife nature of the differences that characterize our world toward training students to understand, engage, learn, and lead/build across these boundaries? Participants will explore: 1) teaching and learning tools for fostering a diversity-as-asset-based framework for academic and inclusive excellence; 2) facilitating a developmental approach to life-long learning; 3) equating diversity learning and higher learning; and 4) facilitating workplace preparedness and engaged citizenship.

Jermaine Singleton, Professor, **Carlos Sneed**, Associate Dean of Students, **Jennifer England**, Assistant Professor, and **T. Aaron Hans**, Acting Director—all of Hamline University

11:15 A.M. – 12:15 P.M. PLENARY

Traces, Transgressions, and Truths: A Series of Inconvenient Closures

Hari Stephen Kumar, Director of Educational Development—Springfield Technical Community College

As the closing plenary to a conference themed on the inconvenience of truths that separate the ‘real’ from the ‘ideal’ in higher education’s pursuit of diversity, equity, and inclusive democracy, this session will bring participants together for an interactive time of action-oriented reflection before dispersing to their respective contexts. Kumar will facilitate delving into practices of tracing, transgressing, and truth-telling to outline a series of inconvenient closures that encapsulate the conference -- inconvenient because these ‘closures’ will serve to impel, generate, and energize more than assure, comfort, or crystallize. Holding these closures in a storytelling space, the speaker will also draw from his own varied itinerary across a broad spectrum of educational contexts while knitting together disparate disciplines to introduce a troublesome framework for inclusion and equity, involving the key elements of belonging, growth, and impact. How do campus practitioners ensure that their campuses are spaces where they can belong, grow, and learn, and where they can have an impact? How can they make this possible for all campus sectors: students, faculty, staff, and administrators—contingent, at will, and otherwise? *Participants will* explore the challenges to this vision that await them upon their return to campus and why they can persist regardless of inconvenience.